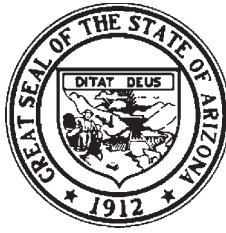




Tom Horne
Superintendent
of Public Instruction



The Arizona Department of Education

Bases Loaded! Who's Up Next? Transition Conference

September 22 – 23, 2004

Sponsored by the

- Arizona Department of Education, Exceptional Student Services
- Arizona Postsecondary Access Coalition
- Rehabilitation Services Administration, Vocational Rehabilitation
- Secure Care Committee of Arizona

Wigwam Resort and Golf Club
300 Wigwam Boulevard
Litchfield Park, Arizona 85340
1-800-327-0396 or 623-935-3811

For more information contact:
Jeannette Zemeida
(602) 542-3855

Bases Loaded! Who's Up Next?

Transition Conference

The Arizona Department of Education, Exceptional Student Services in collaboration with the Arizona Postsecondary Access Coalition; Rehabilitation Services Administration, Vocational Rehabilitation; and the Secure Care Committee of Arizona invite you to the transition conference, *Bases Loaded! Who's Up Next?*

One of the most difficult components of the IDEA requirements regarding transition services is identifying outside agencies to provide supports, services and programs to students with disabilities upon school exit. It is our hope that this cosponsored conference will bring to light for you

- Adult service providers, eligibility criteria and program options,
- Legal implications for students transition to work and higher education,
- Model programs throughout Arizona, and
- Strategies for empowering students and families.

In addition to the local experts Arizona possesses, we are fortunate to have five nationally renowned experts in the field of transition services who will share their time, knowledge and experiences with us. Please join us in welcoming Peter Leone, Jonathan Mooney, Ed O'Leary, Jo Anne Simon, and Pam Stenhjem!

Peter Leone, a former teacher of children with emotional and behavioral disorders, has been actively involved in research, teacher training, and advocacy in public school and juvenile justice settings for a number of years. A former teacher of adolescents with emotional and behavioral disorders, Dr. Leone earned his bachelor's and master's degrees at the University of Iowa and his doctorate at the University of Washington. He consults regularly with advocacy groups, the courts, and the U.S. Department of Justice concerning education programs in correctional and community settings in a number of states. In the 1990s, he served as an expert to the U.S. District Court in Arizona and was one of the monitors of the Arizona Department of Juvenile Corrections. Dr. Leone, a professor in the College of Education at the University of Maryland, directs The National Center on Education, Disability, and Juvenile Justice.

Our keynote speaker, **Jonathan Mooney**, is a dyslexic writer and activist who did not learn to read until he was 12 years old. He is a graduate of Brown University and holds an honors degree in English Literature. Jonathan is cofounder of Project Eye-To-Eye, a widely duplicated mentoring program for disabled students. He is also a winner of the prestigious Truman Scholarship for graduate studies in creative writing and education and was a national finalist for the Rhodes scholarship. With the publication of *Learning Outside the Lines* when he was 23, now in its eighth printing, a book that is part memoir and part alternative study skills, Jonathan has established himself as one of the foremost leaders in LD/ADHD, disabilities, and alternative education. In the fall of 2004, Jonathan's second book, *The Short Bus Story*, a work of creative non-fiction, part travel literature, part memoir, part oral history, consisting of true tales of physical and cognitive deviance from a cross-country journey through disabled culture, will be published by Henry Holt.

Ed O’Leary received his Doctorate from the University of Illinois in Vocational Technical Education/Special Needs (1991) and his Masters in Special Education from Drake University. He has spent over 30 years working in and with schools as a secondary special education teacher, special education consultant, transition specialist, work experience coordinator, program specialist and program director. He has also taught at the graduate and undergraduate level and has worked in Vocational Rehabilitation. He has trained and presented nationally on the transition requirements under IDEA 97. Dr. O’Leary has developed an approach in helping districts and states meet the transition requirements and demonstrate improvement and results. The Transition Outcomes Projects are now operating in 20 states. His most current publications include co-authoring:

- Transition Requirements – A Guide for States, Districts, Schools, Universities and Families (2000)
- Transition Services – Helping Educators, Parents, and Others Understand: Postschool Outcomes, Course of Study and Coordinated Set of Activities (2002) and
- Meeting the Transition Challenge Together: A Guide for Vocational Rehabilitation Counselors and Educators (2003).

Jo Anne Simon is an attorney in private practice in Brooklyn, New York, concentrating on discrimination in employment and higher education and is an Adjunct Associate Professor at Fordham University School of Law. For four years she served as staff attorney at Hofstra Law School’s Disabilities Law Clinic. A graduate of Fordham Law School, Ms. Simon is known for her expertise on the Americans with Disabilities Act, particularly as it relates to higher education and professional licensing bodies. She has acted as lead counsel for the plaintiff in Bartlett v. New York State Board of Law Examiners, from the case’s inception.

Ms. Simon holds a Master’s degree in the Education of the Deaf from Gallaudet University, has completed course work leading towards a PhD in clinical psychology and has taught children with multiple disabilities. She was also a certified sign language interpreter (1978-2000) and a founding member of the Association on Higher Education And Disability (AHEAD). She serves on the Board of Directors of the International Dyslexia Association - New York Branch and the Boerum Hill Association, a neighborhood civic group and chairs the Gowanus Expressway Community Coalition and Community Stakeholder Group.

Pam Stenhjem has been working in the disability field for 15 years and has been at the Institute on Community Integration for almost 10 years. Pam’s work has been focused on collaborating directly with young adults and families, as well as with educators, community service providers, business partners, and others involved in collaborative initiatives. She has worked at local, regional, state and national levels to provide technical assistance in the areas of transition and school-to-work and has done this through development of:

- resources and products: state and national newsletters, reports, hands-on tools, posters, and manuals
- trainings and presentations: informational, skill-building, and train the trainer
- electronic resources: state and national listservs, E-News bulletins, and Web sites focused on transition and school-to-work

Pam has also worked at the Metropolitan Center for Independent Living as the Transition Program Coordinator, as well as the University of Minnesota’s and University of Georgia’s Disability Services Office as a Student Counselor.

Tentative agenda:

Tuesday, September 21, 2004

1:00 - 7:00 pm _____ Registration

Wednesday, Sept. 22, 2004

7:30 – 8:30 am _____ Continental Breakfast

8:30 – 8:45 am _____ General Welcome

8:45 – 10:15 am _____ Keynote Speaker: Jonathan Mooney

10:15 – 10:30 am _____ Break

10:30 – 11:30 am _____ Concurrent sessions

11:30 am – 1:00 pm _____ Lunch (Provided)

1:00 – 2:00 pm _____ Concurrent sessions

2:00 – 2:15 pm _____ Break

2:15 – 3:15 pm _____ Concurrent sessions

3:15 – 3:30 pm _____ Break

3:30 – 4:30 pm _____ Concurrent sessions

4:30 – 7:00 pm _____ Reception

Thursday, Sept. 23, 2004

7:30 – 8:30 am _____ Continental Breakfast

8:30 – 9:30 am _____ Concurrent sessions

9:30 – 9:45 am _____ Break

9:45 – 10:45 am _____ Concurrent sessions

10:45 – 11:00 am _____ Break

11:00 am – 12:00 noon _____ Concurrent sessions

12:00 – 1:30 pm _____ Lunch (Provided)

1:30 – 3:30 pm _____ Closing Speaker, Ed O’Leary and Closing Remarks

Still need more information to want to join us? Here is a listing of the myriad break out sessions you will experience when joining us at *Bases Loaded! Who’s Up Next?*

Sessions are featured based upon six main cluster areas: Empowering Youth and Youth Leadership, Legal Implications, Model Programs, Parental Involvement, Strategies, and Target Populations. Many sessions fall under multiple clusters so be sure to read each session to be presented at the conference!

Empowering Youth and Youth Leadership

Home Run Hitter

Having been diagnosed with a specific learning disability in the second grade, my personal journey through special education and the impact it had on my family and myself will be shared. Participants will hear of community resources, learn ways to be a positive role model, and identify techniques to build success in the educational forum so that other students with disabilities can overcome their deficits as I have to go on to higher education.

It's So Clear Now! Successful Transitions from High School to Adulthood

This presentation will encourage parents, educators, employers, and most importantly students to understand how a successful progression of steps can lead to post-secondary success. Case studies will be presented to demonstrate how students are applying IEP transition steps in working with educational planning, daily living skills, self-determination development, transportation options, employment, supporting agencies, and recreational activities. These unique studies follow the student from high school through four years post-high school experiences.

Learning Outside the Lines

This session will focus on practical, accessible, hands-on tips for academic success based on Jonathan Mooney's book Learning Outside the Lines, which are the only available alternatives to the method of teaching and learning which assumes that everyone learns the same way. Specific areas to be discussed include accommodating the alternative learner, classroom accommodations for alternative learners; learning outside the lines, outside the classroom, academic strategies for home and beyond; and celebrating cognitive diversity, strategies to embrace the paradoxes of disabilities, ideas on ways to celebrate the culture of the disabled, and a vision of the future—individualized education and the age of different minds and cognitive diversity in the classroom.

Listening to Students: Creating and Re-creating Educational Opportunities

Focusing on self-determination and self-advocacy for students at Cienega High School in the Vail School District is bringing about changes in class offerings and curriculum. This presentation will discuss how this process came about and is developing from the student's perspective. A brief overview of the program will be presented along with a panel of students who will discuss: leading your own IEP and its impact on regular education teachers; content of Transition and the World of Work classes; and lessons learned on being successful in high school.

So, Thinking of Going to College? What Should I Know and What Should I Do as a Student with a Disability?

Students with disabilities from high school are coming to Arizona's colleges not having adequate and complete information that is needed for a successful transition. This presentation will cover disability documentation policy and procedures, what is covered under Section 504 of the Rehabilitation Act of 1973 for accommodations, student's rights and responsibilities, institutional responsibility, and desired "student competencies" for postsecondary education.

Students Hit a Grand Slam with Service Learning

This presentation will provide an overview of service learning as a teaching method, strategies on linking community service to standards and the IEP, and the benefits of service learning to students, schools and the community. Participants will walk away with an understanding of the differences between service learning, community service and volunteering as well as curricular ideas and themes applicable to their teaching environment.

Student Led IEPs

Do you question the concept of student led IEPs for all students? Come learn how helping students through the student-led IEP process teaches self-advocacy, self-determination and self-awareness. Students also learn time management, public speaking and technology skills. This session will encourage and motivate you to implement this program into your curriculum.

Student Participation in the IEP

Students must take an active part as an IEP team member, in their IEP meetings, and advance “self determination” to a higher level! Walk through the steps of the IEP process with ideas and options for student involvement in the IEP. Learn how to compile information from sharing student learning styles and giving input into transition needs. Worksheets will be provided during this training to help generate ideas and needs to make the IEP and transition successful.

US Military and Civilian Workers: Another Transition Option for Students with Disabilities

This presentation covers issues on Recruit Officer Training Corps (ROTC) programs in Arizona’s state universities; military academies; the Armed Services Vocational Aptitude Battery (ASVAB); dispelling common myths; civilians working for the military; and the differences between active duty, reserves and national guards. Participants will learn what is fact and what is fiction regarding students with disabilities and working for or with the US Military. This is not a recruiting presentation, but rather a fact-finding mission.

Youthhood.org – The Newest On-line Resource

Do you know how a Life Plan can be used to generate the IEP? Come learn about Youthhood.org, a new resource promoting independence, self-determination, and confidence in youth who are planning for the future. You will walk away understanding how to use this site as a curriculum or to supplement an existing curriculum in working with youth to plan for their future. This site includes original artwork by youth, a youth journal, a life plan, an on-line portfolio, and an on-line youth magazine.

Legal Implications

Getting the Lay of the Land: How & Why Postsecondary Disabilities Law Differ from K-12

High school counselors and parents are often baffled by the disability documentation requirements and questions asked by postsecondary institutions and testing organizations. Colleges and testing organizations are in turn, mystified by how underprepared high schools and parents are about these issues. In this session the confusion will be clarified and tips given to help participants deal with the laws’ differences. Participants will understand the fundamental differences between the IDEA and Section 504/ADA as applied to postsecondary education, why different practices exist and be able to analyze a case study accordingly.

Issues in Documentation: ADA and 504 Qualifications in Higher Education

Confused about the trends, philosophies and legal issues that shape higher education in regards to students with disabilities? The Arizona Post Secondary Access Coalition, Arizona’s local chapter of AHEAD, will present case law based information that affects documentation and disability services in higher education as well as diagnostic limitations.

Top 10 Recent Federal Court Cases - A Review of the Most Important Cases

Decisions by the Federal courts have been refining our understanding of the reach and contours of federal disability civil rights protections for over a decade. The manner in which the courts review procedural and substantive rights has taken unexpected twists and turns. This session will highlight key decisions and their applicability to secondary and postsecondary education and provide a status report on where the courts are heading. Participants will leave this session conversant with the salient facts of this past year’s most important federal court decisions and their antecedents. They will better understand how to apply these rulings at their schools.

Model Programs

Hitting Home Runs with Assistive Technology

This workshop will focus on the key components of assistive technology evaluations. What should be covered, who should be involved, what are the outcomes, and how to long-range plan will be addressed.

Popping to New Heights: Classroom-Based Enterprises in the Special Education Classroom

For the last 2.5 years, Buff Stuff Enterprises has been successfully running in a self-contained special education classroom. Student running the operation have been identified as having mild mental retardation, learning disabilities, and emotional disabilities. Students apply and interview for jobs within the business. Duties include, but are not limited to, preparation, popcorn popper, public relations, marketing, packaging, buyer and finance. The money earned by the class goes towards a class trip at the end of the year. Come learn ways to implement such a program, foster job skills and work behaviors, and provide career exploration and job development to students with a wide range of abilities.

Project APS: A Partnership Between Tucson Unified School District and Pima Community College, West Campus

Accessing Post-Secondary Settings (APS) is a seamless transition model for Tucson Unified School District high school students with disabilities, ages 18 to 22. In partnership with Pima Community College's West Campus faculty and staff, the program offers students the opportunity to continue their transition and life-long learning in an integrated, age appropriate environment with their non-disabled peers. Proven instructional and transitional strategies in the areas of academic success, career exploration, social and independent living are implemented.

Structured Work Experiences for Non College-Bound Individuals with Deafness, Vision Impairments, and Multiple Additional Disabilities

Here is one way to send 45-55 youth with disabilities to community work every day in a variety of career fields with a range of support services tailored to prepare them for real-world employment. Arizona Schools for the Deaf and Blind is meeting the career training needs of youth with deafness and/or vision impairments and significant additional disabilities. Learn ways to develop and sustain student internships with business community partners and gain insight into cultural and family influences on program outcomes and alternative ways of measuring success. Concrete examples of a continuum of support services empowering the most profoundly disabled students to experience community work will be highlighted.

Teaching for Technology

Interested in using technology for transition? Do you want to know how web page development, student business, and using the Internet for career exploration and job development can be utilized? Come learn lessons and activities that combine computer skills, transition activities and measurable IEP objectives!

Using Technology to Include the MDSSI Population in Career Exploration

This model program is designed to get parental, regular educational students, and staff involved in working with MDSSI students. Parents participate by sharing their career experiences. The school highlights careers within the school that students observe. Regular education students in photography and/or computer classes share PowerPoint presentations with MDSSI students, who then in turn develop their own transition skills with this new information. Deeper relationships between the staff and regular education students with the MDSSI population have been one of the many positive outcomes!

Parental Involvement

Accessing the Next Environment – Volunteering as an Option

Based upon a model from the University of Oregon, nine values that worked for our family within our child's IEP will be shared. Participants will learn how parent participation in the IEP can lead to successful transition planning and how children with moderate to severe disabilities can access the next environment, with volunteerism being one option.

Show Me the Money: Funding for Assistive Technology

Assistive technologies can be important tools for managing the transition from school to the community life, but finding the money to purchase assistive technology for students' needs at home, at school, and for work continues to be a challenge for school personnel and families. This presentation will identify public and private funding streams, explain eligibility criteria, provide strategies for maximizing successful funding requests and offer pointers on how to proceed when a request for funding has been denied.

Strategies for Building Relationships

Continental Project's Collaboration: A Panel Presentation with All Project Partners

Recognized by the Association of Career and Technical Education as the nation's "Outstanding Vocational Special Needs Program", Continental Project has an eleven-year history of using real work, real pay, and real life to successfully transition students with special learning needs into employment. Talk with the players (Vocational Rehabilitation, school administration, Workforce Investment Act administration, project director, and students) whose collaborative approach has made this so successful.

From Naysayer to Team Player!

This presentation will focus on the basics of interagency collaboration. What is it? Why do it? Who needs to be involved? How can we work together with shared goals and a shared agenda? Interagency collaboration is difficult, but it can be done. Come to this session and learn how you can make this work in your community with your colleagues, parents, and youth, turning naysayers into team players!

Step Up to the Plate: Working with Vocational Rehabilitation

A presentation of the Vocational Rehabilitation program with a focus on its policies for involvement of the transition process will be highlighted. Learn how to improve working relationships between high schools, students and families, and vocational rehabilitation. Various models and approaches that are currently in use will be presented. Discussion and ideas from all participants will be solicited.

Working Together Works – Vocational Rehabilitation and Work Bridge

Learn how the Work Bridge Program and the Vocational Rehabilitation program work individually and in coordination with one another to assist students while in high school and in transitioning to the world of work. Present and former students will speak about their experiences in both programs.

Strategies for Postsecondary Employment

Apprenticeship: The Other Four-Year Degree

Come learn the "down and dirty" on everything you need to know about apprenticeship and how it relates to your students. Information regarding apprenticeships, including advantages thereof, planning appropriate high school curriculum, requirements for application, and the "who, what, where, when and why" will be discussed. Handouts on "How to Apply", "How to Access Our Website", "Career Guidance in Apprenticeship Opportunities" will be shared.

Apprenticeship: A Bridge to the Future

Humboldt Unified School District's Apprenticeship Program and how it evolved will be discussed. Clarification of bridging the gap between apprenticeships, present day job opportunities and educational institutions meeting the needs of employers will be provided. Participants will walk away with a checklist to set up an apprenticeship program.

Arizona Freedom to Work: Social Security Benefits Planning, Assistance, and Outreach

Going to work with a disability can be scary. Social Security beneficiaries may want to work, but worry about keeping their medical and cash benefits. What would happen if they work their way off cash benefits and then have to stop working because of their disability? Learn how Arizona Bridge to Independent Living's Benefits Planning, Assistance and Outreach Program, granted through Social Security Administration, can help people on SSI and/or SSDI understand how employment affects their cash and medical benefits.

Don't Strike Out on Your Career Choice!

Not sure what tools exist to provide good career counseling? Career assessments will be shared to help determine and direct students in career paths. The importance of labor market surveys and job shadowing in determining career choices will also be highlighted.

How to Hit a Home Run with the Bat You've Got

Participants will gain an understanding of the Americans with Disabilities Act and reasonable accommodations; disability as a functional impairment; and job readiness. Case studies will be shared for the group to discuss the best position for the client with the information given and include transportation issues and ideas of accommodations.

Preparing Assistive Technology Users and Needers for Work

This session will propose a best practice for empowering students with what they need to know to utilize assistive technology in the workplace. Vocational Rehabilitation services such as vocational evaluation for AT users, workstation evaluations, and computer access evaluations will be defined, with known gaps in services identified. Collaboration strategies for vocational rehabilitation and the schools will be identified and solicited from the group, to support transition for AT users now. Lists of local resources to gather tangible AT information with, for, and about students to support the transition planning process will be provided.

Stealing Home: Transition and the Student with Sensory Impairments

In this panel discussion, presenters will share their “play book” of experiences in transitioning students who have sensory impairments. Representatives of the site based and cooperative programs of the Arizona Schools for the Deaf and Blind (ASDB) will share how they work with students to transition them back to their “home” communities. Participants will walk away with a better sense of the continuum of services and transition opportunities that ASDB provides, agencies that can work with students who have sensory impairments, and the “perks and pitfalls” of transitioning students with sensory impairments.

The Triple Play: The Division of Developmental Disabilities, Vocational Rehabilitation, and the School Game Plan

A comprehensive review of the referral process to the Vocational Rehabilitation program for students with a developmental disability will be outlined. Clarification of the roles of the school, the DDD, and VR will be defined in order to ensure the continuum of vocational services for DDD students. An emphasis will be placed on the referral process and the importance of interagency cooperation.

Target Populations: Rural communities

Great Potential in Transition Programs

Snowflake High School has the best and most innovative transition program. This program runs the school bookstore, a \$100,000.00 vending business, and mail delivery service. These businesses generate enough revenue to provide employment for students in the program. Come learn how to use, set up and take advantage of resources available within your school and rural community.

Vocational Rehabilitation, Youth Transition Program and Transition Provide “Home Run” Employment and Transition Opportunities in the Rural Areas

Come find out what employment opportunities the rural areas are offering (The Snowie and Honey-Doer Student Businesses). Learn how Vocational Rehabilitation, the Youth Transition Program, and the Transition Program work together to provide optimal services for all students with disabilities from 14 – 22 years of age.

Who's on 1st, What's on 2nd, Can Transition Steal Home?

How can you get to 1st base with beginning transition plans starting with Junior High students? How can you stay safe at 2nd when students begin High School wanting to throw you a curve ball? What type of planning and follow through is required to round third base and head home using student-led IEPs and job shadowing? Does preparing students and parents about financial planning lead to a home run as our students transition to post high school life? Let's talk...

Target Populations: Secure Care

Effective Components of Secure Care Transition Programming

This presentation will focus on effective components of transition programming for youth with and without special needs in long-term and short-term correctional facilities. The panel will discuss several key components including: screening, assessment, transfer of records, development of transition plans and portfolios, interagency collaboration, and monitoring and tracking youth progress.

Employment and Opportunity in the 21st Century: Challenges Facing Incarcerated Youth

Understanding the contexts of regional job markets is essential for those preparing youth as they transition from secure settings to their communities and from adolescence to adulthood. This presentation will examine the demands of the current economy, employment outlook, and the expectations employers have for current employees. Practical suggestions for incorporating this information into instructional activities and counseling sessions with youth will be emphasized.

Filling in the Gaps: Secure Care Transition and Education

Presenters from the Cochise County Juvenile Detention Center will inform the audience of the many challenges and obstacles involved in providing transition and educational services in a secure care setting. They also will discuss their involvement as the first detention facility to participate in the Arizona Transition Outcomes Project. The presentation will be informative, interactive, and energetic while simultaneously increasing the audience's awareness of secure care transition and education.

From Research to Practice: Transition for Youth with Disabilities in the Juvenile Justice System

This presentation will summarize significant transition research within the past five years and describe how research can be used to create effective transition practices for youth with disabilities in the juvenile justice system.

Lessons to Prepare Inmates for Life Outside Secure Care

Acquire new lesson plans and curriculum ideas for all types and levels of students. We will share favorite lessons chosen by incarcerated juveniles and adults, as well as their teachers. These lessons are designed to complete in class and then placed into outgoing inmate's transition plans. They assist inmates in a graceful and less turbulent transition to life away from secure care.

Merging Two Worlds: Transitioning and Career Planning Curriculum

Merging Two Worlds (M2W) is practical, flexible, and aligned to the Arizona K-12 Academic and Workplace Standards. It is designed to help troubled middle and high school students to successfully transition and stay out of detention or prison as adults and succeed in life. Participants will learn how to use the core components of M2W and how to incorporate them into daily classroom lessons. Join the M2W network of people and ideas!

Merging Two Worlds: You Too Can Be a Merger!

Although originally designed as a curriculum to help students successfully transition from the "world" of secure care to the "world" of their communities, the use of the Merging Two Worlds (M2W) has expanded into public schools. The M2W curriculum is aligned to the Arizona Academic Standards, endorsed by the Arizona Department of Education (ADE), research-based, student-centered, teacher-friendly, used statewide and free from the ADE. M2W develops career, resiliency, social/emotional skills in order to teach the two "Big Ideas" critical to any transition: 1) Stop and Think; and 2) Increase self awareness and awareness of the world.

Squeeze Bunt or Squeeze Play?: Issues and Options for Employment and Post-Secondary Education

Educating youth and preparing them for successful transition to the community involves knowing who is hiring whom and knowing the needed skills associated with various jobs. In addition, educators need to understand the changing contexts of families and communities and learn strategies to develop and sustain support for quality programs in juvenile corrections and in the community. This presentation will highlight promising practices in secure settings and community supports for youth. (This session will build off of Employment and Opportunity in the 21st Century: Challenges Facing Incarcerated Youth)

Think Exit at Entry: Preparing Youth in Secure Care for Successful Transition Back to the Community

This presentation will discuss the local and national challenges facing secure care educators throughout the country as well as effective reintegration/transition strategies and promising practices to facilitate the successful reintegration/transition for at-risk youth. Issues to be discussed include transient student population, records exchange between schools and secure care, philosophical differences between secure care and schools, and the collaboration and communication necessary between secure care and schools to ensure a continuum of services and appropriate placement as opposed to recidivism.

Target Populations: Traumatic Brain Injury

Shed Some Light on TBI – It's Not Just Me

Subtleties and vast events lead to traumatic brain injury, which is often undiagnosed or misdiagnosed. Consequences experienced by family and extended family of individuals that suffer sudden TBI can be overwhelming. Come learn how to navigate the medical, financial, educational, and social systems with multiple agencies involved.

Transition for the Child with Traumatic Brain Injury: The Long Winding Road from Injury to Post-Secondary Success

Traumatic brain injury is an interruption to the smooth flow of expected child development. The child's age and stage of development at time of injury have huge implications at each stage of transition throughout the ensuing school years as well as in transition from secondary to post-secondary options. Participants will leave with a thorough understanding of a child's injury and the developmental stage at which it occurred to provide a solid foundation and framework for immediate and long-term educational and transitional planning.

Transitioning Students with Traumatic Brain Injury for School Re-entry

Interested in learning how to effectively transition students with traumatic brain injury for school re-entry? A panel discussion will address preparing a school to receive students with TBI transitioning from hospitalization or rehabilitation; establishing communication between family, student, agency and school personnel; creating a checklist of the various components used in pre-injury functional ability; and conducting observations and attending meetings to integrate information in student educational plans after re-entry to school.

In addition to informative, interesting break out sessions, many publishers, non-profit agencies, and other state agencies will be participating in the conference to provide you with the most current, relevant resources to effective transition planning. Be ready to speak with representatives from

- AGS Publishing;
- Bart Stephens Special Needs Planning, LLC;
- Celebrate! Special Needs Planning LLC/Academy Advisors LLC;
- Eaton Coull Learning and Publishing;
- National Professional Resources, Inc.;
- Southwest Institute for Families and Children with Special Needs;
- Talent Assessment, Inc.;
- Tri-Sped Projects; and
- Valpar International.

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The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex, or disability.

Bases Loaded! Who's Up Next?

Transition Conference

Registration Form

September 22 – 23, 2004

Attendance to the conference is \$150.00 for educators and other professionals attending both days, \$75.00 for one day.

Attendance to the conference is \$ 50.00 for students and family members attending both days, \$25.00 for one day. Scholarship money and funding for costs related to training/workshop attendance (travel, hotel, etc.) is available from the Governor's Council on Developmental Disabilities. For more information, please contact Dara Johnson at 602-542-4049.

I will be attending:

____ only Wednesday, September 22, 2004

____ only Thursday, September 23, 2004

____ both Wednesday and Thursday, September 22 – 23, 2004

____ Check enclosed (made payable to Arizona Department of Education)

____ Purchase Order enclosed (made payable to Arizona Department of Education)

Name: _____ Phone: _____

Address: _____

City: _____ State: _____ Zip: _____

Email address: _____

I prefer _____ meat _____ vegetarian entrees during lunch. (Please check one).

Anyone in need of a special accommodation(s) (e.g. sign language interpreter, Braille materials, special meal), please indicate below or contact Jeannette Zemeida at the Arizona Department of Education, Exceptional Student Services at (602) 542-3855.

Name: _____ Accommodation needed: _____

Conference Registration deadline is August 20, 2004. Refunds will be provided as long as cancellations are received by the ADE/ESS no later than September 10, 2004.

Mail or fax your conference registration form and payment for the conference to:

Jeannette Zemeida

Arizona Department of Education

1535 West Jefferson, Bin 24 • Phoenix, Arizona 85007

Fax: (602) 542-5404

Phone: (602) 542-3855

Room Registration – Make your reservations directly with the Wigwam Resort and Golf Club by calling 1-800-327-0396 or 623-935-3811. Rooms will be held under Arizona Department of Education Transition Conference through August 22, 2004 at the rate of \$90.00 per night not including state and local taxes.

